# ANNUAL INDEX

*Intervention in School and Clinic*

## SEPTEMBER 2000–MAY 2001 (VOLUME 36)


**ACTON,** Olivia M.: *See* **KATSIYANNIS,** Antonis, 116–121.

**ADREON,** Diane; **STELLA,** Jennifer: Transition to Middle and High School: Increasing the Success of Students with Asperger Syndrome, 266–271.

**ALBER,** Sheila R.: *See* **MARCHISAN,** Marti L., 154–162.

**ALLINDER,** Rose M.: *See* **KELLY,** Karen M., 202–210.

**ASHBAKER,** Betty Y.: *See* **MORGAN,** Jill, 230–231.

**BARNHILL,** Gena P.: What is Asperger Syndrome?, 259–265; What's New in AS Research: A Synthesis of Research Conducted by the Asperger Syndrome Project, 300–305.

**BARTON-ARWOOD,** Sally; **JOLIVETTE,** Kristine; **MASSEY,** N. Gayle: Mentoring with Elementary-Age Students, 36–39.

**BELLON,** Monica L.; **OGLETREE,** Billy T.: Repeated Storybook Reading as an Instructional Method, 75–81.

**BOCK,** Marjorie A.: SODA Strategy: Enhancing the Social Interaction Skills of Youngsters with Asperger Syndrome, 272–278.

**BOONE,** Randall: *See* **HIGGINS,** Kyle, 109–115.

**BOYLE,** Joseph R.: Enhancing the Note-taking Skills of Students with Mild Disabilities, 221–224.

**BROWNELL,** Mary T.; **WALTHER-THOMAS,** Chriss: An Interview With Dr. Michael Pressley, 105–108.; An Interview With Steven Shore, 293–299.

**BROWNELL,** Mary T.: *See* **WALTHER-THOMAS,** Chriss, 175–181; 225–229.

**BUCK,** Glenn H.; **POLLOWAY,** Edward A.; **KIRKPATRICK,** Michael A.; **PATTON,** James R.; **FAD,** Kathy McConnell: Developing Behavioral Intervention Plans: A Sequential Approach, 3–9.

**BUECHNER,** Marla: *See* **PROVOST,** Mary C., 45–46.

**BULL,** Jeannette: *See* **OGLETREE,** Billy T., 138–145.

**CAMPBELL-WHATLEY,** Gloria D.: Mentoring Students with Mild Disabilities: The "Nuts and Bolts" of Program Development, 211–216.

**CARR,** Tracey; **JITENDRA,** Asha K.: Using Hypermedia and Multimedia to Promote Project-Based Learning of At-Risk High School Students, 40–44.

**CASTEEL,** Carolyn P.; **ISOM,** Bess A.; **JORDAN,** Kathleen F.: Creating Confident and Competent Readers: Transactional Strategies Instruction, 67–74.

**CONDERMAN,** Greg; **IKAN,** Patricia A.; **HATCHER,** Ruth E.: Student-Led Conferences in Inclusive Settings, 22–26.

**DAUNIC,** Ann P.; **SMITH,** Stephen W.; **ROBINSON,** T. Rowand; **MILLER,** M. David; **LANDRY,** Kristine L.: Schoolwide Conflict Resolution and Peer Mediation Programs: Experiences in Three Middle Schools, 94–100.

**DE LA PAZ,** Susan: STOP and DARE: A Persuasive Writing Strategy, 234–243.

**DREW,** Ruby: *See* **OGLETREE,** Billy T., 138–145.

**ELBAUM,** Batya: *See* **VAUGHN,** Sharon, 131–137.

**ELKSNIN,** Linda K.; **ELKSNIN,** Nick: Teaching Parents to Teach Their Children to Be Prosocial, 27–35.

**ELKSNIN,** Nick: *See* **ELKSNIN,** Linda K., 27–35.

**ELLENBURG,** Jennifer S.: *See* **KATSIYANNIS,** Antonis, 116–121.

**FAD,** Kathy McConnell: *See* **BUCK,** Glenn H., 3–9.

**FINSON,** Kevin D.: *See* **ORMSBEE,** Christine K., 10–21.

**FULLWOOD,** Harry L.: *See* **ROBERTSON,** Harvette M., 182–184.

**GAGNON,** Elisa; **ROBBINS,** Lisa: 20 Ways To Ensure Success for the Child with Asperger Syndrome, 306–307.

**GANZ,** Jennifer B.: A Review of Asperger Syndrome Social Games, 308–309; *See* **ORMSBEE,** Chris K., 244–247.

**GAUTHIER,** Lane Roy: Coop-Dis-Q: A Reading Comprehension Strategy, 217–220.

**HATCHER,** Ruth E.: *See* **CONDERMAN,** Greg, 22–26.

**HIGGINS,** Kyle; **BOONE,** Randall; **WILLIAMS,** Diana L.: Evaluating Educational Software for Special Education, 109–115.

**HUBERT,** Cynthia Sue: A Review of Y. Searle and I. Streng's The Social Skills Game, 232–233.

**HUGHES,** Marie Tejero: *See* **VAUGHN,** Sharon, 131–137.

**IKAN,** Patricia A.: *See* **CONDERMAN,** Greg, 22–26.

**ISOM,** Bess A.: *See* **CASTEEL,** Carolyn P., 67–74.

**JITENDRA,** Asha K.: *See* **CARR,** Tracey, 40–44.

**JOLIVETTE,** Kristine: *See* **BARTON-ARWOOD,** Sally, 36–39.

**JORDAN,** Kathleen F.: *See* **CASTEEL,** Carolyn P., 67–74.

**JOSEPH,** Laurice M.: Student As a Strategic Participant on Collaborative Problem-Solving Teams: An Alternative Model for Middle and Secondary Schools, 47–53.

**JUSTICE,** Laura: *See* **KADERAVEK,** Joan N., 82–93.

**KADERAVEK,** Joan N.; **JUSTICE,** Laura: Children with LD as Emergent Readers: Bridging the Gap to Conventional Reading, 82–93.

**KATSIYANNIS,** Antonis; **ELLENBURG,** Jennifer S.; **ACTON,** Olivia M.: 20 Ways To Address Individual Needs: The Role of General Educators, 116–121.

**KELLY,** Karen M.; **SIEGEL,** Ellin B.; **ALLINDER,** Rose M.: Personal Profile Assessment Summary: Creating Windows Into the Worlds of Children with Special Needs, 202–210.

**KIRKPATRICK,** Michael A.: *See* **BUCK,** Glenn H., 3–9.

**LANDRY,** Kristine L.: *See* **DAUNIC,** Ann P., 94–100.

**LUNNEN,** Karen Y.: *See* **OGLETREE,** Billy T., 138–145.

**MARCHISAN,** Marti L.; **ALBER,** Sheila R.: The Write Way: Tips for Teaching the Writing Process to Resistant Writers, 154–162.

**MASSEY,** N. Gayle: *See* **BARTON-ARWOOD,** Sally, 36–39.

**MATHEWS,** Rachel: Cultural Patterns of South Asian and Southeast Asian Americans, 101–104.

**MCCRAY,** Audrey Davis: *See* **NEAL,** La Vonne I., 168–174.

**MILLER,** M. David: *See* **DAUNIC,** Ann P., 94–100.

**MOODY,** Sally Watson: *See* **VAUGHN,** Sharon, 131–137.

**MORGAN,** Jill; **ASHBAKER,** Betty Y.: Work More Effectively with Your Paraeducator, 230–231.

**MYLES,** Brenda Smith; **SIMPSON,** Richard L.: Understanding the Hidden Curriculum: An Essential Social Skill for Children and Youth with Asperger Syndrome, 279–286.

**MYLES,** Brenda Smith: *See* **ROGERS,** Mary Franey, 310–313.

**NEAL,** La Vonne I.; **MCCRAY,** Audrey Davis; **WEBB-JOHNSON,** Gwendolyn: Teachers' Reactions to African American Students' Movement Styles, 168–174.

# ANNUAL INDEX

*Intervention in School and Clinic*

## SEPTEMBER 2000–MAY 2001 (VOLUME 36)


**ACTON,** Olivia M.: *See* **KATSIYANNIS,** Antonis, 116–121.

**ADREON,** Diane; **STELLA,** Jennifer: Transition to Middle and High School: Increasing the Success of Students with Asperger Syndrome, 266–271.

**ALBER,** Sheila R.: *See* **MARCHISAN,** Marti L., 154–162.

**ALLINDER,** Rose M.: *See* **KELLY,** Karen M., 202–210.

**ASHBAKER,** Betty Y.: *See* **MORGAN,** Jill, 230–231.

**BARNHILL,** Gena P.: What is Asperger Syndrome?, 259–265; What's New in AS Research: A Synthesis of Research Conducted by the Asperger Syndrome Project, 300–305.

**BARTON-ARWOOD,** Sally; **JOLIVETTE,** Kristine; **MASSEY,** N. Gayle: Mentoring with Elementary-Age Students, 36–39.

**BELLON,** Monica L.; **OGLETREE,** Billy T.: Repeated Storybook Reading as an Instructional Method, 75–81.

**BOCK,** Marjorie A.: SODA Strategy: Enhancing the Social Interaction Skills of Youngsters with Asperger Syndrome, 272–278.

**BOONE,** Randall: *See* **HIGGINS,** Kyle, 109–115.

**BOYLE,** Joseph R.: Enhancing the Note-taking Skills of Students with Mild Disabilities, 221–224.

**BROWNELL,** Mary T.; **WALTHER-THOMAS,** Chriss: An Interview With Dr. Michael Pressley, 105–108.; An Interview With Steven Shore, 293–299.

**BROWNELL,** Mary T.: *See* **WALTHER-THOMAS,** Chriss, 175–181; 225–229.

**BUCK,** Glenn H.; **POLLOWAY,** Edward A.; **KIRKPATRICK,** Michael A.; **PATTON,** James R.; **FAD,** Kathy McConnell: Developing Behavioral Intervention Plans: A Sequential Approach, 3–9.

**BUECHNER,** Marla: *See* **PROVOST,** Mary C., 45–46.

**BULL,** Jeannette: *See* **OGLETREE,** Billy T., 138–145.

**CAMPBELL-WHATLEY,** Gloria D.: Mentoring Students with Mild Disabilities: The "Nuts and Bolts" of Program Development, 211–216.

**CARR,** Tracey; **JITENDRA,** Asha K.: Using Hypermedia and Multimedia to Promote Project-Based Learning of At-Risk High School Students, 40–44.

**CASTEEL,** Carolyn P.; **ISOM,** Bess A.; **JORDAN,** Kathleen F.: Creating Confident and Competent Readers: Transactional Strategies Instruction, 67–74.

**CONDERMAN,** Greg; **IKAN,** Patricia A.; **HATCHER,** Ruth E.: Student-Led Conferences in Inclusive Settings, 22–26.

**DAUNIC,** Ann P.; **SMITH,** Stephen W.; **ROBINSON,** T. Rowand; **MILLER,** M. David; **LANDRY,** Kristine L.: Schoolwide Conflict Resolution and Peer Mediation Programs: Experiences in Three Middle Schools, 94–100.

**DE LA PAZ,** Susan: STOP and DARE: A Persuasive Writing Strategy, 234–243.

**DREW,** Ruby: *See* **OGLETREE,** Billy T., 138–145.

**ELBAUM,** Batya: *See* **VAUGHN,** Sharon, 131–137.

**ELKSNIN,** Linda K.; **ELKSNIN,** Nick: Teaching Parents to Teach Their Children to Be Prosocial, 27–35.

**ELKSNIN,** Nick: *See* **ELKSNIN,** Linda K., 27–35.

**ELLENBURG,** Jennifer S.: *See* **KATSIYANNIS,** Antonis, 116–121.

**FAD,** Kathy McConnell: *See* **BUCK,** Glenn H., 3–9.

**FINSON,** Kevin D.: *See* **ORMSBEE,** Christine K., 10–21.

**FULLWOOD,** Harry L.: *See* **ROBERTSON,** Harvette M., 182–184.

**GAGNON,** Elisa; **ROBBINS,** Lisa: 20 Ways To Ensure Success for the Child with Asperger Syndrome, 306–307.

**GANZ,** Jennifer B.: A Review of Asperger Syndrome Social Games, 308–309; *See* **ORMSBEE,** Chris K., 244–247.

**GAUTHIER,** Lane Roy: Coop-Dis-Q: A Reading Comprehension Strategy, 217–220.

**HATCHER,** Ruth E.: *See* **CONDERMAN,** Greg, 22–26.

**HIGGINS,** Kyle; **BOONE,** Randall; **WILLIAMS,** Diana L.: Evaluating Educational Software for Special Education, 109–115.

**HUBERT,** Cynthia Sue: A Review of Y. Searle and I. Streng's The Social Skills Game, 232–233.

**HUGHES,** Marie Tejero: *See* **VAUGHN,** Sharon, 131–137.

**IKAN,** Patricia A.: *See* **CONDERMAN,** Greg, 22–26.

**ISOM,** Bess A.: *See* **CASTEEL,** Carolyn P., 67–74.

**JITENDRA,** Asha K.: *See* **CARR,** Tracey, 40–44.

**JOLIVETTE,** Kristine: *See* **BARTON-ARWOOD,** Sally, 36–39.

**JORDAN,** Kathleen F.: *See* **CASTEEL,** Carolyn P., 67–74.

**JOSEPH,** Laurice M.: Student As a Strategic Participant on Collaborative Problem-Solving Teams: An Alternative Model for Middle and Secondary Schools, 47–53.

**JUSTICE,** Laura: *See* **KADERAVEK,** Joan N., 82–93.

**KADERAVEK,** Joan N.; **JUSTICE,** Laura: Children with LD as Emergent Readers: Bridging the Gap to Conventional Reading, 82–93.

**KATSIYANNIS,** Antonis; **ELLENBURG,** Jennifer S.; **ACTON,** Olivia M.: 20 Ways To Address Individual Needs: The Role of General Educators, 116–121.

**KELLY,** Karen M.; **SIEGEL,** Ellin B.; **ALLINDER,** Rose M.: Personal Profile Assessment Summary: Creating Windows Into the Worlds of Children with Special Needs, 202–210.

**KIRKPATRICK,** Michael A.: *See* **BUCK,** Glenn H., 3–9.

**LANDRY,** Kristine L.: *See* **DAUNIC,** Ann P., 94–100.

**LUNNEN,** Karen Y.: *See* **OGLETREE,** Billy T., 138–145.

**MARCHISAN,** Marti L.; **ALBER,** Sheila R.: The Write Way: Tips for Teaching the Writing Process to Resistant Writers, 154–162.

**MASSEY,** N. Gayle: *See* **BARTON-ARWOOD,** Sally, 36–39.

**MATHEWS,** Rachel: Cultural Patterns of South Asian and Southeast Asian Americans, 101–104.

**MCCRAY,** Audrey Davis: *See* **NEAL,** La Vonne I., 168–174.

**MILLER,** M. David: *See* **DAUNIC,** Ann P., 94–100.

**MOODY,** Sally Watson: *See* **VAUGHN,** Sharon, 131–137.

**MORGAN,** Jill; **ASHBAKER,** Betty Y.: Work More Effectively with Your Paraeducator, 230–231.

**MYLES,** Brenda Smith; **SIMPSON,** Richard L.: Understanding the Hidden Curriculum: An Essential Social Skill for Children and Youth with Asperger Syndrome, 279–286.

**MYLES,** Brenda Smith: *See* **ROGERS,** Mary Franey, 310–313.

**NEAL,** La Vonne I.; **MCCRAY,** Audrey Davis; **WEBB-JOHNSON,** Gwendolyn: Teachers' Reactions to African American Students' Movement Styles, 168–174.

**OGLETREE,** Billy T.; **BULL,** Jeannette; **DREW,** Ruby; **LUNNEN,** Karen Y.: Team-Based Service Delivery for Students with Disabilities: Practice Options and Guidelines for Success, 138–145.

**OGLETREE,** Billy T.: *See* **BELLON,** Monica L., 75–81.

**ORMSBEE,** Chris K.: Book Reviews, 54–55; 125–126; 187–188; 314–317.

**ORMSBEE,** Christine K.: Effective Preassessment Team Procedures: Making the Process Work for Teachers and Students, 146–153.

**ORMSBEE,** Christine K.; **FINSON,** Kevin D.: Modifying Science Activities and Materials to Enhance Instruction for Students with Learning and Behavioral Problems, 10–21.

**ORMSBEE,** Chris K.; **GANZ,** Jennifer B.: Book Reviews, 244–247.

**PATTON,** James R.: *See* **BUCK,** Glenn H., 3–9.

**POLLOWAY,** Edward A.: *See* **BUCK,** Glenn H., 3–9.

**PRIEST,** Billie: *See* **ROBERTSON,** Harvette M., 182–184.

**PROVOST,** Mary C.; **RULLO,** Alicia; **BUECHNER,** Marla: 20 Ways To Make Spelling Sizzle, 45–46.

**ROBBINS,** Lisa: *See* **GAGNON,** Elisa, 310–313.

**ROBERTSON,** Harvette M.; **PRIEST,** Billie; **FULLWOOD,** Harry L.: 20 Ways To Assist Learners Who Are Strategy-Inefficient, 182–184.

**ROBINSON,** T. Rowand: *See* **DAUNIC,** Ann P., 94–100.

**ROGERS,** Mary Franey; **MYLES,** Brenda Smith: Equalizing Learning Opportunities, 310–313.

**RULLO,** Alicia: *See* **PROVOST,** Mary C., 45–46.

**SALEND,** Spencer J.: Creating Your Own Professional Portfolio, 195–201.

**SIDERS,** James A.: *See* **STANFORD,** Pokey, 163–167.

**SIEGEL,** Ellin B.: *See* **KELLY,** Karen M., 202–210.

**SIGLIN,** Judith A.: A Review of Play Attention®-Focusing on Success, 122–124.

**SIMPSON,** Richard L.: *See* **MYLES,** Brenda Smith, 279–286.

**SMITH,** Stephen W.: *See* **DAUNIC,** Ann P., 94–100.

**STANFORD,** Pokey; **SIDERS,** James A.: Authentic Assessment for Intervention, 163–167.

**STELLA,** Jennifer: *See* **ADREON,** Diane, 266–271.

**VAUGHN,** Sharon; **HUGHES,** Marie Tejero; **MOODY,** Sally Watson; **ELBAUM,** Batya: Instructional Grouping for Reading for Students with LD: Implications for Practice, 131–137.

**WALTHER-THOMAS,** Chriss; **BROWNELL,** Mary T.: An Interview With Bonnie Jones: Using Student Portfolios Effectively, 225–229; An Interview With Nancy Waldron and James McLeskey: Helping Schools Include All Readers, 175–181.

**WALTHER-THOMAS,** Chriss: *See* **BROWNELL,** Mary T., 105–108; 293–299.

**WATERS,** Jill: A Review of the Video We're Not Stupid: Living with a Learning Difference, 185–186.

**WEBB-JOHNSON,** Gwendolyn: *See* **NEAL,** La Vonne I., 168–174.

**WILLIAMS,** Diana L.: *See* **HIGGINS,** Kyle, 109–115.

**WILLIAMS,** Karen: Understanding the Student with Asperger Syndrome: Guidelines for Teachers, 287–292.